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ABSTRACT

This handbook is intended to help Adult Basic Education (ABE) volunteers in recruiting students for ABE programs. General information on the College of the Albemarle and on continuing education programs appears first. A glossary of adult learning terminology and a brief history of ABE follow. The next section discusses four basic recruitment approaches: personal contact, mass media, printed publicity, and interagency cooperation. The recruitment process--preparation, execution, and "the close"--is outlined. Other contents of the handbook include a general analysis of the volunteer's role, operational procedures for volunteers, rights and responsibilities of volunteers, and facts on illiteracy problems (nationally and in North Carolina). (YLB)

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College of The Albemarle

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To COA's volunteers:

Many people think of College of The Albemarle as a traditional college, offering courses for students who will eventually enroll in a four-year college or university. As a comprehensive community college, we do many things in addition to traditional college programs. Two-year technical and one-year vocational programs provide a foundation that enables people to go directly to work after program completion.

A major goal at COA is to offer educational experiences for adults who lack a high school education, including those who have not learned to read and write and adequately function in our society. Almost 3,500 adults have received their high school diplomas or GED equivalency certificates at COA since we started these programs in 1964.

Our Adult Basic Education (ABE) Program focuses on the needs of adults who have not completed the eighth grade. The illiteracy problem is staggering in our nation, state, and local community. As many as 72 million Americans are functionally illiterate. The problem is particularly acute in the black and Hispanic segments of our population. Locally, of our adults who are 25 years old or older, one out of six lacks at least an eighth grade education and almost one out of three lacks a high school education.

COA is committed to helping the adults in our seven-county service area reach their fullest potential, and this includes teaching the basic skills needed to function in our complex society. Our ABE program is badly needed by large numbers of people in our community. However, we simply do not have the resources to reach all these people. This is why our volunteer program is so important. With the help of interested people in our community, we can come much closer to meeting the needs of our illiterate citizens. All of us will benefit--the adults who so badly need the education and our society in general.

The sparkle in an adult's eyes who has learned to read and write or who has gone on to receive a GED certificate is extremely rewarding to all of us at COA. Thank you for helping COA address this pressing problem in our community.

Sincerely,

Parker Chesson

J. Parker Chesson, Jr.
President

3

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GENERAL INFORMATION

THE COMPREHENSIVE COMMUNITY COLLEGE

The comprehensive community college concept in higher education arose in response to the American commitment to the idea of broad educational opportunities for all segments of our society. As the name implies, a community college serves the educational needs of the area in which it is located, providing various types of educational programs for commuting students at a relatively low cost. Educational services can be broadly categorized into three areas-two-year college transfer programs, two-year and one-year occupational programs, and continuing education programs. The latter programs encompass activities ranging from adult basic education to general interest courses for college graduates.

HISTORY

The idea for a community college in Elizabeth City was developed when the Community College Act was passed by the 1957 North Carolina General Assembly, enabling counties to establish their own two-year college.

On November 8, 1960, the people of Pasquotank County voted their approval for a new college by a five-to-two margin. A charter was issued on December 16, 1960, and shortly thereafter the first Board of Trustees was appointed.

The college opened its doors to its first freshman class in September 1961 in the old Albemarle Hospital building on Riverside Avenue. Members of the first graduating class received their first degrees on May 31, 1963.

College of the Albemarle was the first college in North Carolina chartered under the Community College Act of 1957. In 1963 the General Assembly adopted new community college legislation designed "to promote and encourage education beyond the high school in North Carolina." Among other things, this legislation authorized the establishment of comprehensive community colleges. This legislation became effective on July 1, 1963, and on that same date, at the request of the college trustees and with the joint approval of the State Board of Education and the State Board of Higher Education of North Carolina, College of The Albemarle became the first comprehensive community college in North Carolina Community College System.

As the college has grown, new technical and vocational curricula have been added and existing programs have been strengthened.

LOCATION AND FACILITIES

The college is located on a 40-acre campus on U.S. 17 just north of Elizabeth City. With the completion of two new buildings in December 1980, the college's facilities are almost entirely housed in three buildings on this campus. Administrative and faculty offices, classrooms, laboratories, a college bookstore, a cafeteria, and a student center are located in the L-shaped building, which has been designated "A" building.

The second building, "B" building, is the middle of the college's three buildings. It houses the Learning Resources Center, business laboratories, classrooms, and a lecture auditorium. The Learning Resources Center (LRC), which takes up the entire ground floor of "B" building, has resources which include audio-visual materials and equipment, books, periodicals, and indexes.

The Learning Lab is also a part of the LRC.

Most of the college's occupational programs, the music program, a physics/physical science laboratory, and an art laboratory are housed in "C" building (formerly the Technical Center), which was completed in 1972.

Behind the three buildings are athletic fields which are used for physical education activities. The master plan for development calls for the eventual construction of physical education and fine arts facilities.

The college also maintains additional facilities at the Extension Center on Riverside Avenue. Classroom facilities for the Practical Nurse Education Program are provided by Albemarle Hospital.

MISSION OF THE COLLEGE

College of The Albemarle strives to serve the community by providing accessible higher education for young people and adults for their cultural development, for developing responsible citizens, and for enriching personal living.

The college will:

1. provide specific occupational curricula which lead to employment in both vocational and technical areas, including shorter programs for retraining or for upgrading skills;
2. prepare students for advanced scholarly study by providing the first two years of basic collegiate education which is transferable to senior colleges and universities;
3. provide continuing education programs to meet the training needs of employers and opportunities for those who seek to develop vocational skills or who want to study for personal development;
4. provide programs which assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement;
5. provide a broad range of student development services including, but not limited to, admissions and testing, orientation, personal counseling, career planning and placement, financial assistance, academic advising, and activities programs;
6. provide activities and services for the community for the purpose of enriching its cultural and civic life;
7. seeks to develop in all students a desire for self-directed learning and a commitment to life-long learning, while maintaining high academic standards in all programs of study.

ACCREDITATION

College of The Albemarle is accredited by the Southern Association of Colleges and Schools.

Credits earned at College of The Albemarle in curricula leading to the Associate in Arts degree, the Associate in Science degree, the Associate in Fine Arts degree, and some of those leading to the Associate in Applied Science degree are transferable to senior colleges and universities for a higher degree.

CONTINUING EDUCATION

The Continuing Education Department provides educational courses and training programs and services to meet the needs of the adults in the Albemarle area not served by other educational institutions. Programs presented by this Department are available at the College, in the public school facilities, and in various locations in the following counties - Camden, Chowan, Currituck, Dare, Gates, Pasquotank, and Perquimans.

In general, a program can be presented during the day or at night whenever 10-15 persons register for a course. Each program will vary in length according to its purpose.

The programs offered are classified in the six areas listed below:

I. Preparatory or Developmental
   A. Adult Basic Education
   B. High School Diploma for Adults
   C. High School Equivalency Certificate (GED)
II. Academic Extension
III. Occupational Extension
IV. Practical Skills
V. Avocational
VI. Self-Supporting Recreational

State laws require that all students be eighteen years of age or high school graduates except for special cases such as "dropouts"- students 16-18 years of age - who require permission of the school superintendent. Some classes may have specific admission requirements; if so, the applicants will be informed.

ACADEMIC EXTENSION

ADULT HIGH SCHOOL

Adult Basic Education (ABE)-

This program consists of organized classes which usually meet two nights per week, two and one-half hours per night, or the adult student may complete requirements in the Individualized Instruction Centers which are open from 8 a.m. to 10 p.m. daily except Friday, 8 a.m. to 4 p.m.

Level I - For those adults who have completed less than four grades of formal education (Grades 0-4)

Level II - For those adults who stopped in grades 5-8 or who have completed Level I in Basic Education.

The programs in this area are designed so that individuals 18 years of age or older may complete their education in grades 1-8 regardless of where they may have stopped their formal education.

ADULT HIGH SCHOOL DIPLOMA

For admission to the High School Diploma Program, a person must be at least 18 years of age with written recommendations of the local school superintendent. Individual public school drop-outs between the ages of 16 and 18 may be admitted as students with "special needs".

Any student who enters the Adult High School Diploma Program must have the consent of the cooperating school system and a list of specific courses which he needs to complete in the lab. Upon completion of the required courses the student is awarded an Adult High School Diploma by the cooperating county Board of Education.

Additional information concerning the opportunity to earn an Adult High School Diploma may be obtained by contacting the college or the local school superintendent in any one of the seven counties served by the college.

HIGH SCHOOL EQUIVALENCY (GED)

This program consists of organized classes which usually meet two nights a week, two and one-half hours per night, or the adult student may complete requirements in the Learning Labs which are open from 8 a.m. to 10 p.m. daily except Friday, 8 a.m. to 4 p.m.

GED Level 9-10 - For those who stopped school in grades 9-10 or who have completed Level II in Basic Education.

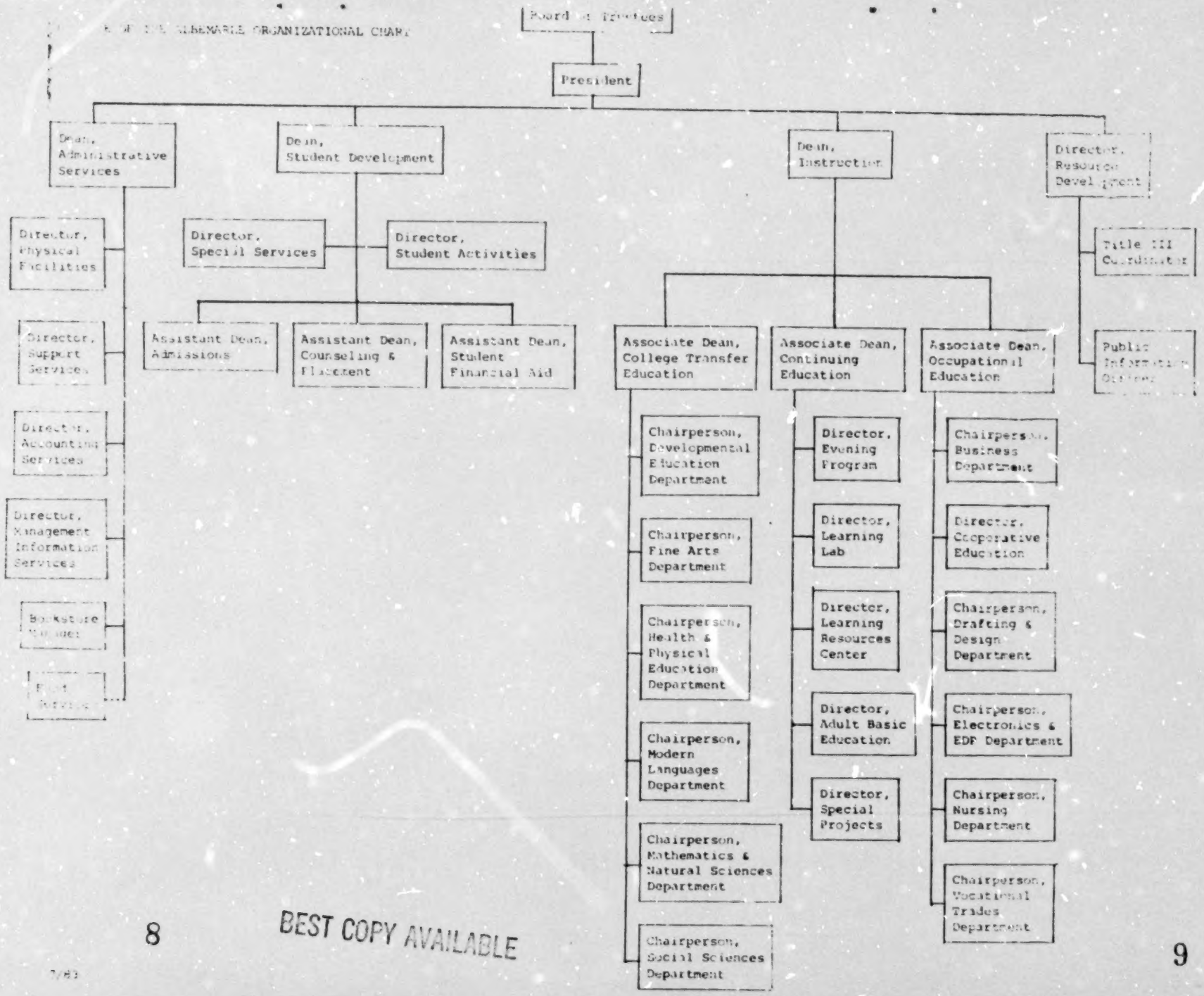
GED Level 11-12 - For those adults who stopped school in grades 11-12 or who have completed Level 9-10 of GED.

These programs offer courses which are directed toward helping an individual pass the General Education Development Tests that are given in the individualized Instruction Center at College of The Albemarle. Upon successful completion of tests, the N.C. State Board of Education will issue to the individual the High School Equivalency certificate.

The number of hours needed to complete the Adult High School Equivalency Program depends on the student's reading level and his previous educational experiences, formal and informal.

LEARNING LABS

The Learning Labs provide an opportunity for any interested adult, regardless of his educational background, to select appropriate courses of study from over two hundred programmed instruction courses ranging in difficulty from the elementary school level to and including the college level. The adult student may complete requirements for the Adult High School Diploma or the High School Equivalency Certificate (GED) in the Learning Labs. Each of these courses is presented in a book or booklets which reduce the course content into easily learned, step-by-step units. Individuals studying most of these courses are completely free to set their own pace. Students who are advised to complete phases of programs leading to a high school diploma, the high school equivalency certificate, or who are required to do preparatory study in association with a college curriculum, are expected to show steady progress toward a predetermined objective in their study. There are no grade assignments or set speeds of completion for programmed instruction courses.



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ADULT LEARNING TERMINOLOGY

adult basic education	Any purposeful effort toward self-development in the basic skills of communication, computation, health, consumer development, and citizenship carried on by an adult who is generally classified as functionally illiterate or undereducated.
adult basic education	Adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities. (The Adult Education Act - P.L. 95-561.)
adult education	A process by which the instructional needs of an adult, as perceived by themselves or others, are met through organized learning experiences.
adult education	Services of instruction below the college level for adults who lack sufficient mastery of basic education skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education, and are not currently required to be enrolled in schools. (The Adult Education Act - P.L. 95-561.)
adult learner	An adult who is enrolled in any course of study, whether special or regular, to develop new skills or qualifications, or improve existing skills and qualifications.
advisory council	A group of persons created to give advice on a particular project program or organization.
community college	An educational institution above the high-school level offering educational and training opportunities in skills, subject matter and other allied areas. Activities and offerings may be with or without credit, the goal being to offer the people in the community the educational opportunities they lack and desire.
continuing education	Any purposeful effort toward self-development carried on by an individual without direct legal compulsion and without such efforts becoming his major field of activity with emphasis on university or senior college level efforts to provide this education.

continuing education program	Postsecondary instruction designed to meet the educational needs and interest of adults, including the expansion of available learning opportunities for adults who are not adequately served by current educational offerings in their communities. (The Higher Education Act - P.L. 94-482.)
disadvantaged person	Given an idealized norm, any person who has not reached that norm because of external forces or conditions can be described as disadvantaged.
drop in	An individual who participates or who reestablishes his participation in an educational activity on an informal, regular basis.
dropout	An individual who discontinues a course, program of study, or educational endeavor before completing the scheduled period of the activity.
education	Any purposeful effort toward self-development carried on by an individual, or one that is planned to afford man the opportunity to continually structure and restructure his cognitive and affective worlds.
functional illiteracy	A quality attributed to an individual who lacks one, or a combination, of the basic skills necessary to communicate effectively in written or arithmetic forms.
functional literacy	That amount of ability in reading and writing that will permit the individual to perform duties and assume responsibilities above the minimal level.
general education	Broad-based education that is aimed at helping persons acquire an understanding and appreciation of their environment - with emphasis on the past, present and future.
general educational development test	The GED Test is to provide a valid means of measuring the educational proficiency of these persons in comparison with high school graduates. Through achievement of satisfactory scores on a battery of GED Tests, adults may earn a high school equivalency credential, qualify for admission to college or other training programs, meet educational requirements for employment or promotion, satisfy educational qualifications for induction into the Armed Forces of the United States, and meet education requisites of state and local licensing boards for admission to licensing examinations for those occupations requiring educational competence at grade levels less than high school graduation. Thus, the basic purpose of the GED Tests is to provide a second chance for adults who did not complete their formal secondary schooling.
high school completion	(1) Satisfactory completion of a recognized secondary school curriculum (usually four years) leading to a diploma; (2) any satisfactory combination of day and night center high school courses that fulfills the time/activity requirements set by the state for a four-year high school diploma.

high school equivalency	The granting of high school completion status by virtue of demonstrated ability, usually by written test, in lieu of fulfillment of regular course requirements.
longlife learning	The process by which an adult continues to acquire, in a conscious manner, formal or informal education throughout their life span, either to maintain and improve vocational viability or for personal development.
lifelong learning	Includes, but is not limited to , adult basic education, continuing education, independent study, agricultural education, business education and labor education, occupational education and job training programs, parent education, post-secondary education, preretirement and education for older and retired people, remedial education, special education programs for groups or for individuals with special needs, and also educational activities designed to upgrade occupational and professional skills, to assist business, public agencies, and other organizations in the use of innovation and research results, and to serve family needs and personal development. (The Higher Education Act - P.L. 94 - 482.)
reading level	The level of achievement reached by a reader as assessed by an informal inventory or a standardized test. Three reading levels are often considered: Frustration level, when the individual makes so many mistakes that he is uncomfortable; Instructional level, one grade placement above frustration level; and Recreational level, one grade placement above instructional level.
remedial education	An adult program designed to raise the level of competence of an individual in basic subject areas to that which he should have reached during the time spent in elementary and secondary education. Level may be interpreted as that required to function adequately in present-day society. Adult Basic Education and High School Equivalency Programs may be considered examples.
retraining	An educational process whereby selected clientele, who have acquired specific skills that seem outdated, are taught new skills designed to better prepare them for changing economic and social conditions. Retraining frequently involves the changing of attitudes and the acquisition of new knowledge prior to skill acquisition.
self-directed learning	A systematic process in which an individual takes responsibility, in collaboration with others, for diagnosing his own learning needs, formulating his learning objectives, planning and engaging in a sequence of learning experiences to achieve these objectives, and evaluating progress toward these objectives.
sequential learning	A scheme of learning which provides for increasingly more difficult and abstract learning built upon previously acquired knowledge, skills, attitudes, and values, and which is planned to build cumulatively toward desired outcomes.

training	Learning experience leading to the acquisition of a skill.
underemployed person	An individual whose skills/qualifications are greater than those required for the position he presently occupies.
unemployed person	(1) Any person who is not working or who is not employed in some income-producing activity; (2) a person who wants to work, and is in the age bracket where it is expected that he or she will be self-supporting, who has a need for income, and is acceptable in the working force, but is not working.
unskilled worker	Any employee whose work does not require specialized training or knowledge. Tasks are almost always physical in nature and of a routine character. The primary requirement is the ability to follow simple directions.
up-grading	Raising the performance or educational level of individuals or organizations.
vocational education	Any educational experience that is entered into in order to acquire the skills and knowledge necessary to perform a specified set of job-related goals.
vocational education	Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (The Vocational Education Act - P. L. 94- 482.)
volunteer	An individual who performs a task without expecting some form of compensation for the service, time, or function performed.
workshop	A teaching-learning experience in which a group of people come together for the specific purpose of both listening and doing. Emphasis is usually on active involvement by participants, e.g., discussion and working toward the solution of a problem-oriented situation. Frequently the participants have similar backgrounds and common interests.

BRIEF HISTORY OF ABE

Adult Basic Education is not a new idea. Since the Civil War the problem of illiteracy has been recognized and some effort made to cope with it. What is new, is the national concern for adult literacy and the intensive effort being made to organize learning for adults in a manner which makes ABE a meaningful experience — a way to better life.

The first efforts to provide basic education for adults were aimed at foreign speaking immigrants — "Americanization" classes. The general feeling seemed to be that if a man born in America wanted an education, but was poor and illiterate, it was his own responsibility rather than society's. In the early 1900's educational opportunities were finally broadened. Educational opportunities were then offered to illiterate adults through a variety of local and state programs. One of the first and most famous efforts in the South was known as the "Moonlight Schools" of Kentucky. The schools were called "Moonlight Schools" because they were conducted only on nights when the moon provided enough light for adult students to make their way through rough mountain country to the schools. These evening classes were conducted for persons who wanted to learn to read, write, and "figure".

Other states, showing their concern, developed plans for the elimination of adult illiteracy. Plans were supported and implemented mainly by volunteers, however, lack of financial support, coupled with the inability of elementary and high school teachers to adjust teaching methods and materials to the needs of adults, limited the success of these programs.

Then the link between illiteracy and poverty became apparent. Both State and Federal governments became concerned when it was realized that the poverty and illiteracy of millions were a tremendous drain on the resources of the nation. Unemployment was seen as a problem of unskilled people looking for jobs and skilled jobs being left unfilled. The Smith-Hughes Act passed by Congress in 1917 provided federal funds to be matched by state funds for vocational education. Adults attending these vocational classes were given basic education simply because they could not profit from vocational subject matter without the basic three R's.

During the Depression of the 30's, federal emergency programs gave a boost to adult education. Thousands of unemployed teachers became involved with millions of unemployed adults in a variety of adult education programs. World War II further emphasized the educational needs of adults when a large number of men called to duty were found to be illiterate and were rejected as unfit for military service. Crash programs for both military and civilian personnel were established. Adult education prospered, but with the end of the war the programs declined.

It was not until the 1960's that the federal government again became seriously concernend involved with literacy education. The philosophy of the country had changed. There was genuine concern for both the effective development of individuals and the desire on the part of individuals for better lives. Illiteracy and the resulting poverty came to be seen as social problems and social responsibilities. Educational and political leaders in the United States responded to an acute need for a large segment of the nation's society. The earlier concept of literacy education was broadened into the concept now known as Adult Basic Education (ABE).

ABE is a program of instruction designed to raise the level of education among adults whose inability to effectively use computation, communication and social skills impairs their getting or retaining employment commensurate with their real ability. The goal is to enable undereducated adults to become more productive and responsible citizens. This usually is considered to include instruction for adults whose educational attainment is below the eighth grade level.

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The need for a program fitting the description of Adult Basic Education was particularly emphasized when the 1960 census data revealed that there were 22,732,000 Americans twenty-five years old and over with less than eight years of school completed. These citizens were considered to be unable to function successfully in modern society. Further evidence of the need was reflected in the number of undereducated persons in the population who were unemployed and lacked the basic skills to become trained for employment.

The ABE program was established by the U.S. Congress with the passage of Title II-B of the Economic Opportunity Act of 1964. It was funded by the Office of Economic Opportunity (OEO) but administered by the Office of Education through its Adult Education Branch. The funding and administration of ABE were transferred from OEO to the Office of Education, Division of Adult Education Programs, Bureau of Adult, Vocational, and Library Programs through the amendments to the Elementary and Secondary Act of 1965. The program then became known as the Adult Education Act.

The operation of the ABE program began in January, 1965, and approximately 38,000 adults were enrolled during 1965-66 and enrollment has continued to increase . Approximately 2,000,000 adults are presently enrolled in the ABE program nationwide.

With Effective Recruitment, Students Will Be On The March To Join ABE Programs.

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RECRUITMENT

Effective recruitment is to the ABE program as a combination is to the lock on a bank vault. In other words, unless there is an effective program of student recruitment, even the most highly qualified program personnel, equipment and facilities will be without use or purpose.

The potential recruiter may ask: "Just what makes a program of recruitment effective?" First of all, recruitment is not done through one method or technique, but through an eclectic approach. This procedure may encompass one or more of the following four basic recruitment approaches: (1) Personal Contact, (2) Mass Media, (3) Printed Publicity, and (4) Interagency. Research indicated that the most important approach or technique in successful recruitment is personal contact.

PERSONAL CONTACT

The purpose of personal contact in recruitment is to elicit further interest, answer questions, and secure student registration in the program.

In enlisting recruiters, persons to consider for personal contact include:

ABE Teachers
ABE Directors
Aides
Public School Teacher Volunteers
Lay Recruiters
ABE Graduates
Students
Interagency Volunteers

Persons who become successful recruiters often share many desirable characteristics. Some of these are:

1. A strong and sincere belief in the goals of the ABE program.
2. Knowledge of programs, and the ability to relate the adults' needs and desires to an appropriate program or activity.
3. Perceived commonality with the target group.
4. Ability to communicate well with the target group (ability to empathize).
5. Ability as a salesman for the program.

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6. Knowledge of a community's geographical layout, economic, and ethnic backgrounds.
7. Knowledge of target group's community resources and how these resources affect the adult's decision to enroll.
8. Ability to recognize and draw out the strengths, contributions, and talents of each adult learner.
9. Ability to present a friendly, non-threatening classroom atmosphere.
10. Ability to plan recruitment sessions wisely (i.e., - best time to approach recruitee, etc.).
11. A realistic, not idealistic approach to recruitment.
12. A sincere desire to help others in developing to their full potential.
13. An open-mindedness to ideas of others and the ability to adapt these ideas for more successful recruitment.

How does one go about making personal contacts successful? The first and most important step in personal contact recruitment is "getting in the door." In order to accomplish this, you must be able to convince the potential student that you have something (ABE) to offer him which will be highly beneficial, and at no cost to him. In other words, try appealing to his sense of "a good bargain," or "something for nothing" to gain the ear of the potential adult learner.

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When discussing the ABE Program with the adult, you may want to follow these suggestions:

1. Try to help the recruitee feel as ease in talking about what he needs to learn—point out what he has learned rather than exaggerating what he hasn't learned.
2. Encourage the adult to talk about his interests (hobbies, children, home, etc.)
3. Try to help the recruitee see how a particular ABE program would be relevant to his lifestyle.
4. Help him see that through his attending ABE classes, he might attain goals and desires which would not ordinarily be reached.
5. Help him to see that by fulfilling these goals and desires his life may be changed for the better (better job, more respect from fellow workers, more self-respect, etc.)
6. Try to help him realize that there is a need for him to become more involved in today's society and that ABE is one way to become more involved.
7. Tell him that ABE will help him to read and work with figures better (if that is what he feels he needs).
8. Explain that in an ABE class, skills in the area of consumer economics, occupational knowledge, health, community resources, and government and law can be learned.
9. Let him see how ABE can be the beginning of job training programs.
10. Inform him that ABE classes are good places to meet people and enjoy the fellowship of others.
11. Inform him that ABE is not like elementary school.
12. Tell him that learning can be fun - not drudgery.
13. Let him know that there is no cost for ABE classes.
14. Make sure the potential student knows you have genuine interest in him and his goals.

Once the potential student has decided that he would like to attend an ABE program, there comes another crucial period — enrollment. Even after many potential students have decided to enroll in a program they get "cold feet" by the time of the first class meeting. Suggestions to insure individual enrollment are:

1. Volunteer to give the prospective student a ride to his first class if possible.
2. Reassure the recruitee on the way to class.
3. Let him know that you believe in his abilities.
4. Once at the class meeting, introduce him to his instructor or fellow students and make him feel comfortable.

MASS MEDIA

Although the greatest number of ABE student enrollments are attributed to recruitment through personal contact, much is to be said for other forms of recruitment such as . . .

MASS MEDIA / i.e. ———> Radio Television

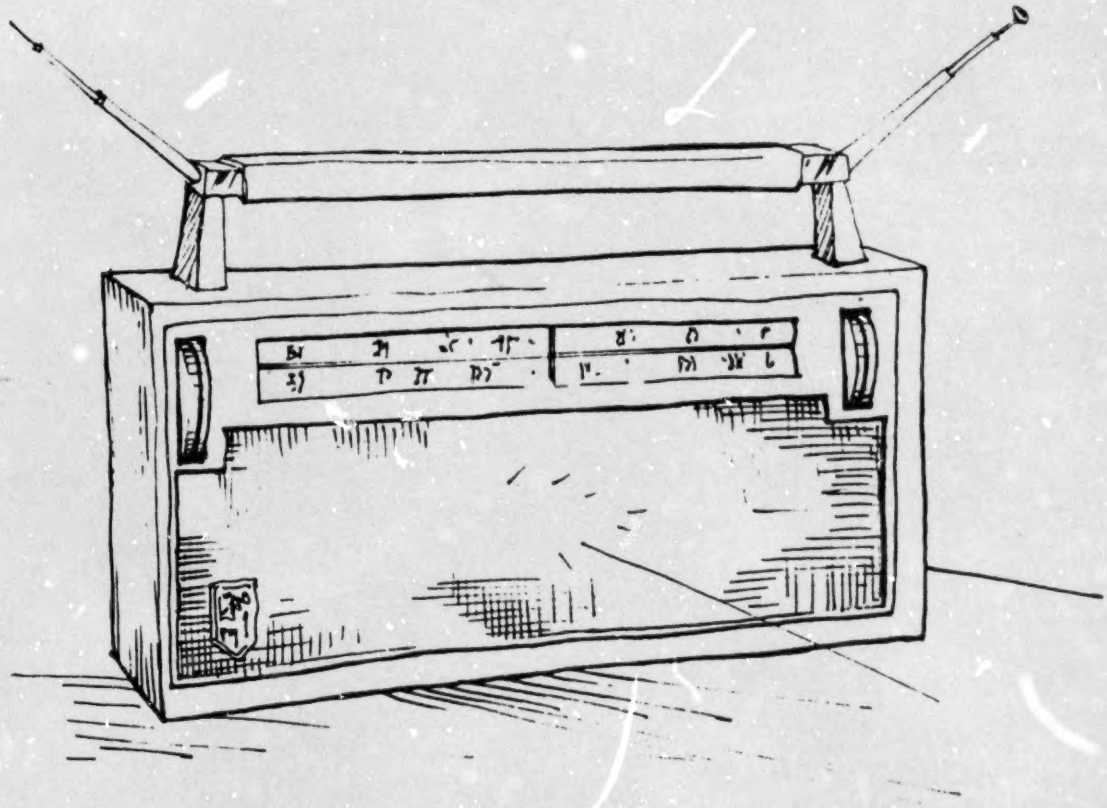
The radio messages used as ABE recruitment vehicles may be in the forms of:

1. Special announcements
2. Jingles
3. True-life stories
4. Daily bulletin board reports

Radio time can often be obtained by just requesting it. Most stations will be only too glad to air announcements because they must comply with the FCC's rules for airing a certain number or amount of public service announcements. So phone your local radio station and put your program's announcements on the air to potential students!

A word of warning: Be sure to contact the stations, both radio and TV, several days prior to the time a message needs to be aired (near registration, etc.). The communication media needs sufficient time to schedule announcements.

YOU CAN WITH ABE *!*



Television is another media which reaches a great number of persons each day. Ways in which you, as an ABE recruiter may utilize television time are:

1. Spots
2. Video tape
3. Case studies
4. Announcements
5. Short ads
6. Specials

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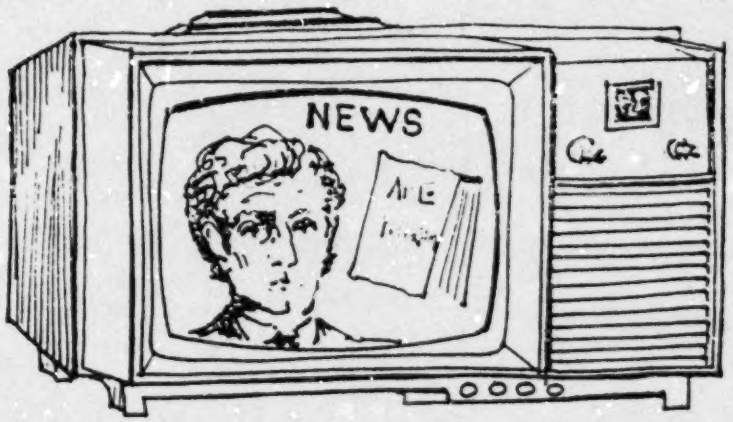
Many events in ABE programs are important enough to merit TV coverage. The ABE recruiter should be on the look-out for such events and take steps to obtain TV coverage. Many requests for coverage may be turned down, but just as many may be accepted. You have nothing to lose by inviting the local TV news departments to cover an event — so do invite them — they just might accept! (Make sure to get student approval before publicizing information about him)

TV time can also be purchased for short ads and spots, but this can be expensive. Funds can be solicited from government agencies as well as from private businesses and persons who are interested in supporting ABE. The use of telecourses which broadcast class sessions are also well received. Potential ABE students will be able to relate to the students in the broadcast.

Whatever direction is taken for television broadcast, always remember to submit the news story or spot announcement well in advance of the day you want it broadcasted. Be sure to notify potential students of the time it will be seen on television. This assures that most interested adults will view the message which is intended for them.



PRINTED PUBLICITY

Another method to use in ABE recruitment is that of PRINTED PUBLICITY . . .

PRINTED PUBLICITY

Posters (wide distribution - mailed/placed) - PTA
Buses
Laundromats
Store Windows
Drs.' Offices
Pension & Security Offices
Groceries
Churches
Motels
Employment Agencies
Beauty Salons

Handouts/Fliers - Distributed from Supermarkets
Health Clinics
Public Agencies of all types

Photographs - Of ABE classes, etc., along with vital information

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Billboards -	Tell.	What Why When Where	Strategically Located
Newspapers -	Classified ads Enrollment ads Class Session ads		

Rules to follow for PRINTED PUBLICITY

1. The best time for printed distribution is three-four weeks in advance of event.
2. Include: slogan, title, symbol, use distinctive lettering, etc.
3. Should tell:
   a. Purpose of program
   b. Benefits gained by attendance
   c. Leaders of activities
   d. Cost
   e. Location
   f. Procedures for enrolling

INTERAGENCY COOPERATION

Interagency Cooperation is yet another method which is very useful in ABE recruitment Examples of groups or agencies which will be helpful are:

Churches	Chambers of Commerce
Trade Unions	Businesses
PTAs	Industry
Veteran Organizations	Employment Offices
Legal Aid Organizations	Vista Volunteers
Vocational Rehabilitation	Business & Professional Societies
Alien & Naturalization Lists	Scout Meetings
Prisons	Settlement Houses
Civic Groups	Probation Offices
Social Services Departments	Public Health Centers

All of these groups in their everyday work deal with persons who are in need of ABE programs of all kinds. These groups may help by identifying the adult who needs educational help, talking with the adult concerning his needs, and advising him of ABE programs which may help solve some of his problems. If the persons in these groups will just identify the adult with ABE needs and refer the recruiter to the adult, then the recruiter can take over from there. Of course, in order for these groups to be aware of existing ABE programs, they must be kept informed. The use of mailing lists, phone calls, or personal visits by the ABE recruiter will keep them informed. This continuous sharing of information will also serve to keep you better informed and more aware yourself.

RECRUITMENT PROCESS

1. PREPARATION

Physical

—information from college

—recruiting materials

—map

—notebook

—map out reasonable plan
for time and distance

—comfortable clothes

Mental

—know your product

—be very familiar with recruiting information

—have a short "spiel" ready at first,
particularly if you are a little nervous

—have background information on the place
you're going, if possible

—smile!

—be positive

2. EXECUTION

—find your "target" or "targets"

—make your presentation

—be alert

—be a good listener

—try to remember details to think about later

3. "THE CLOSE"

—phrase your close positively

—don't leave an "out" - be specific

—follow through — then and later

—be positive!

—do your paperwork - your own notes, report for supervisor, written report, etc.

VARIETIES OF RECRUITING

Students -

Sites -

Volunteers -

Goodwill -

Community Acceptance -

General Analysis of the Volunteer's Role

It is anticipated that the volunteer will become a friend, a helper, a counselor/educator, a learner, and a co-worker during participation in the program.

A Friend

Volunteers helping an adult learner should be friendly, accepting, resourceful, flexible and patient. They should endeavor to impart the excitement and wonder to be gained from books. By offering the assistance and support which an interested member of the family would give, coupled with respect for the adult learner's individuality, volunteers can change the adult learner's attitude and picture of himself. The magic formula of a smile plus praise will encourage progress. Volunteers should avoid materials and situations which the adult learner associates with failure, and should offer every opportunity for successful performance.

A Helper

Desirable goals include: 1. motivating an adult learner to want to read; 2. helping him overcome his fear of making mistakes; 3. enlarging his vocabulary; 4. increasing his comprehension of the spoken and printed word; 5. broadening his background through conversation and the choice of subject matter; and 6. encouraging the habit of reading. A carefully established rapport with the adult learner should precede any instruction.

A Counselor/Educator

Volunteers' greatest resources are themselves. They must apply imagination to the formal material and adapt it creatively to each situation. Techniques developed by training, study, and experience include: 1. converting "on the spot situations" into learning opportunities; 2. building on everything which seems to capture the adult learner's interest; 3. asking provocative questions which stimulate the adult learner to think about content and to recall facts rather than feeding the adult learner the information; 4. discovering the adult learner's interest and abilities and relating them to what may be required in the classroom.

5. becoming thoroughly familiar with available materials; 6. guiding the adult learner in the selection of books; 7. assisting with the mastery of simple work recognition skills; 8. reinforcing a skill by presenting it in a variety of ways. There is no one method of teaching. An adult learner may respond more readily to one approach than to another.

A Learner

Volunteers will have opportunities to participate in activities designed to provide information on learning theory, on the growth and development of the adult learner through courses, workshops, and meetings. Information gained from these training sessions are aimed at providing volunteers additional insight into their role as volunteer educators.

A Co-Worker

Volunteers should keep in mind that they are not alone. To be most effective, the efforts of volunteers must mesh with those of instructors; therefore, there has to be communication. Instructors/volunteers conferences should be held periodically even if they have to be very brief. They should be supplemented with good record keeping and exchange or written messages. Instructors should attempt to keep the student progress card up-to-date and available to volunteers. Volunteers, in turn, should complete the report of activities prior to leaving the class site after each session.

Operational Procedures for Volunteers

Volunteers should:

1. at all times operate in accordance with established school policy.
2. let the recruitment coordinator know in advance of any reason they are unable to meet their schedules.
3. notify the recruitment coordinator if for some reason they feel they are unable to contribute in a specific situation; call if they have any problems, questions, or suggestions.
4. remember to respect confidences of students and staff.
5. not let their biases interfere with their job performance and should not pressure recipients to accept their standards.
6. provide feedback, suggestions, and recommendations to coordinators and staff if these might increase effectiveness of the program.
7. strive to be considerate, respect competencies and work as a member of a team with all staff and other volunteers.

Rights and Responsibilities of Volunteers

RIGHTS

To be assigned a job that is worthwhile and challenging, with freedom to use existing skills or develop new ones;

To be trusted with confidential information that will help them carry out their assignments;

To be kept informed through newsletters, memoranda, staff meetings, etc., about events in the program;

To be given orientation, training, and supervision for the job;

To expect that their time will be used efficiently, helped by planning, coordination, and cooperation on the part of the organization administrators;

To know whether their work is effective, and how it can be improved;

To be able to state when they do not want to receive calls about the job and other limitations;

To be reimbursed for out-of-pocket expenses where possible;

To declare allowable non-reimbursed out-of-pocket expenses for income tax purposes;

To receive valid recommendations from supervisors when other jobs are sought;

To be given appropriate recognition, particularly recognition of day-to-day contributions, by supervisor and other program participants;

RESPONSIBILITIES

To accept the assignment of their choice with only as much responsibility as they can handle;

To respect confidences of recipients and assigning organizations;

To fulfill their commitments or notify the appropriate person early enough for a substitute to be found;

To follow guidelines established by the organization concerning codes of dress, decorum, etc.;

To decline unacceptable work; not let their bias interfere with job performance; not pressure client to accept their standards;

To use their time wisely and not interfere with the performance of others;

To continue only as long as they can be useful;

To refuse gifts or tips, except when the client makes or offers something of nominal value as a way of saying "thank you";

To stipulate limitations, e.g. what out-of-pocket expenses can be afforded, when it is convenient to receive calls;

To use reasonable judgement in making decisions when there appears to be no policy, or policy not communicated - then as soon as possible consult with the supervisor for future guidance;

To provide feedback, suggestions and recommendations to supervisor when appropriate; and

A Bill of Rights for Volunteers

Every volunteer has:

I. The right to be treated as a co-worker

...not just free help
...not as a prima donna

II. The right to a suitable assignment

...with consideration for personal perference, temperament, life experience, education and employment background.

III. The right to know as much about the organization as possible

...its policies
...its people
...its programs

IV. The right to training for the job

...thoughtfully planned and effectively trained.

V. The right to continuing education on the job

...as follow-up to initial training
...information about new developments
...training for greater responsibility.

VI. The right to sound guidance and direction

...by someone who is experienced, well informed, patient and thoughtful
...and who has the time to invest in giving guidance

VII. The right to promotion and a variety of experience

...through advancement to assignments of more responsibility
...through transfer from one activity to another
...through special assignments.

VIII. The right to be heard

...to have a part in planning
...to feel free to make suggestions
...to have respect shown for an honest opinion.

IX. The right to recognition

...in the form of promotion and awards
...through day-to-day expression of appreciation
...and by being treated as a bonafide co-worker

X. The right to a place at work

...an orderly, designed place
...conducive to work
...worthy of the job to be done.

(The above courtesy of Arkansas State Office of Volunteerism.)

Rights and Responsibilities of Volunteer Coordinators

RIGHTS

To be condidered for new assignments within the organization when ready;

To decline prospective volunteers who seem unsuitable for the assignment;

To feel sure that volunteers will fulfill their assignments as agreed upon or, if unable to complete them, will notify staff sufficiently in advance;

To know that the volunteers will inform staff of professional and/or specialist services needed;

To know that the volunteers will maintain confidentiality and will respect the students and treat them with dignity;

To expect the volunteers to ask for changes of assignment if their needs are not being met by their present ones, or if the present assignments are too demanding;

To expect the volunteers to maintain open lines of communication with staff so the organization can benefit from the volunteers' views and experience;

To know that the volunteers will not go beyond their competencies and authority and that they will report problem situations that they are unable to resolve;

To expect stimulation and information from volunteers and students to help maximize effectiveness and keep in touch with changing needs; and

To release volunteers who are unacceptable or whose skills do not fill the organization's needs.

RESPONSIBILITIES

To be considerate, respect competencies and work as a member of a team with all staff and other volunteers;

To use volunteers to extend services so more can be done within the available time and budget without displacing a paid worker;

To prepare every staff member to accept and respect the volunteer as co-worker;

To define volunteer jobs that are meaningful to the volunteers and commensurate with their abilities that will allow the organization to provide its clients with more personalized service and free the professional for a specialist role;

To be alert for assignments for volunteers with special needs; e.g. the homebound person or the client who wants to repay the organization in some way;

To give the prospective volunteers the same careful placement attention as a paid employee and to assign them to supervisors;

To be willing to give up volunteers if they are no longer performing a useful function or if no appropriate jobs are currently open; and

To encourage those volunteers ready for new experiences or those who are poorly placed to seek new assignments;

To extend appropriate recognition and appreciation to the volunteers;

To prepare students so that they will welcome and accept the volunteers assigned to them.

Illiteracy Problems (National)

1. There are as many as 25 million Americans who cannot read and write.
2. As many as 72 million Americans are functionally illiterate. They cannot read and write above the fifth grade level.
3. Forty-seven percent of all black 17 year olds are functionally illiterate and by 1990 that figure is estimated to go up to 50 percent.
4. Fifty-six percent of all Hispanic Americans are illiterate.
5. Sixty percent of all inmates in correctional institutes are illiterate and it costs 6.6 billion dollars a year to keep them in jail.
6. Eighty-five percent of all juveniles who go to court are illiterate.
7. Seventy-five percent of all unemployed persons have inadequate reading and writing skills.
8. Each year 500,000 to 550,000 immigrants and refugees enter the United States. Most are illiterate in their own language.
9. Those with less than six grades of education are four times more likely to end up on welfare than those with at least nine years of schooling.

Illiteracy Problems (North Carolina)

1. There are 835,000 adults over 25 years old who have less than an 8th grade education.
2. Around 25,000 high schoolers are dropping out of school each year.
3. Around 34,000 adults were enrolled in ABE Programs in 1982-83.
4. The number receiving High School Equivalency Diplomas during 1982 was 15,687.
5. The number of adults receiving high school diplomas through the Adult High School Diploma Program during 1982 was 2,736.
6. Around 18,000 adults are enrolled in Adult High School Programs.
7. The number of adults taking the GED Test in the community colleges and technical institutes last year was 20,890.
8. The number of adults in HRD Programs placed in jobs and training was 4,358.
9. The number of adults completing Level I ABE Programs was 17,235 and the number completing Level II Programs was 16,563.

10. The number of institutionalized adults enrolled in ABE Programs was 5,616.

11. The number of students enrolled in telecourses was 200 with 117 completing courses.

12. ABE enrollment in North Carolina has increased four times in 10 years with a federal dollar increase of only one million dollars.

13. Only six states have more full-time sites for ABE than does North Carolina with 83 sites serving 1,300 daytime and 2,800 evening classes.

14. Nearly 10,000 of North Carolina's ABE students enrolled in other training programs; South Carolina had only 982 adults to enter other training; Kentucky's figure was 2,500.

15. Of the 52,684 paid personnel in the national ABE Program, North Carolina had 1,457 of that number - which ranks the state 9th nationally on paid personnel in ABE and secondary adult education programs.

16. Almost 2,000,000 adults (16 and over and not in school) in North Carolina with less than high school completion.

17. The number who cannot read or write is 51,000.

LITERACY PROBLEMS (COA'S SEVEN COUNTIES:)
Camden, Chowan, Currituck, Dare, Gates, Pasquotank, Perquimans

NORTH CAROLINA 1980 CENSUS INFORMATION BY COUNTY

COUNTY	TOTAL POP.	TOTAL POP. 25 & OLDER	% OF POP. 25 & OLDER	NUMBER & % OF POP. 25 & OLDER WITH 0-8 YEARS OF EDUCATION		NUMBER & % OF POP. 25 & OLDER WITH 1-3 YEARS OF HIGH SCHOOL EDUCATION	
Camden	5,829	3,391	58.2	1,048	18.0	830	14.2
Chowan	12,558	7,595	60.5	2,470	19.7	1,699	13.5
Currituck	11,089	6,622	59.7	1,618	14.6	1,666	15.0
Dare	13,377	8,676	64.9	1,364	10.2	1,695	12.7
Gates	8,875	5,329	60.0	1,685	19.0	1,357	15.3
Pasquotank	28,462	15,894	55.8	4,407	15.5	3,358	12.3
Perquimans	9,486	5,778	60.9	1,909	20.1	1,471	36.8

MEMORANDUM

TO: Doug Sawyer

FROM: Martha Newbold, Director of Learning Lab

DATE: December 2, 1983

SUBJECT: GED/HSD completion statistics (December, 1964 - Present)

1. 2714 adults have passed the GED tests through the testing center at COA.

2. Of these 2714 adults, 920 have been enrolled in a study program in the Learning Lab.

3. 638 adults have completed the Adult High School Diploma Program.

1983-84 ABE Instructors	PHONE NO.
Mable Abbott - Rt. 1, Box 260, Camden, N.C. 27921	336-4379
Bruce Boyd - P.O. Box 1061, Elizabeth City, N.C. 27909	338-1493
Annie J. Burke - Rt. 1, Box 221, Hobbsville, N.C. 27946	221-4800
John A. Dixon - P.O. Box 1646, Elizabeth City, N.C. 27909	338-2892
Henry Felton - Rt. 1, Box 929, Hertford, N.C. 27944	426-5375
Shirley Gatling- P.O. Box 178, Sunbury, N.C. 27979	465-4341
Linda D. Hodgdon - Knotts Island P.O., N.C. 27950	429-3117 (work)429-3327
Wilma C. Jones - 1622 Brookridge Dr., Elizabeth City,NC 27909	335-4405 (work)335-2555
Ruby McKoy - P.O. Box 6, South Mills, N.C. 27976	771-8166
Sue Morhard- 313 W. Main St., Elizabeth City, N.C. 27909	335-0177
Carlas Mullen - Rt. #, Box 411, Elizabeth City,N.C. 27909	771-2411
Dale Saunders- Rt. 1, Box 240, Sunbury, N.C. 27979	465-8065
Sheila Simpson - 706 Laurel Ave., Elizabeth City, N.C. 27909	335-4775 (work)335-4305
Denvel O. Sutton - 107 Speed St.,Elizabeth City, N.C. 27909	335-2892 (work)335-6852
David Gregory - 112 Dogwood Trail, Elizabeth City, N.C. 27909	335-4170
Mary Partin - P.O. Box 167, Edenton, N.C. 27932	482-4745
Naomi Fulford - P.O. Box 38, Powells Point, N.C. 27966	491-2382
Teri Copeland - Rt. 3, Box 945, Hertford, N.C. 27944	426-8385 (work)426-5539
Delores McPherson - P.O. Box 1543, Manteo, N.C. 27954	
Dorothy Aydlett - 510 W. Main St., Elizabeth City, N.C. 27909	335-4430
Nate Caroon - Box 1804 Aydlett, N.C. 27916	

ABE CLASSES

COA's Seven Counties: Camden, Chowan, Currituck, Dare, Gates, Pasquotank, Perquimans

I. Camden County

Course	Days	Time	Location	Instructor
ABE/GED	Mon.& Wed.	7-10 pm	Camden High School	John Dixon

II. Chowan County

Course	Days	Time	Location	Instructor
ABE/GED	M-Fri.	9-12noon	Swain School	Mary Partin
ABE/GED	Mon.& Wed.	6:30-9:30pm	Swain School	Mary Partin

III. Currituck County

Course	Days	Time	Location	Instructor
ABE/GED	M&Th.	7-10 pm	Corinth Comm.Bldg.	Naomi Fulford
ABE/GED	T&Th.	7-9 pm	Knotts Island School	Linda Hodgdon
ABE/GED	Mon.& Wed.	7-10 pm	Knapp Jr. High Sch.	David Gregory
ABE/GED	M-Fri.	9:30-1:30pm	Maple Correction Unit	Bruce Boyd

IV. Dare County

Course	Days	Time	Location	Instructor
ABE/GED	Mon.& Wed.	6-9 pm	L.O.C. Bldg.	Delores McPherson

V. Gates County

Course	Days	Time	Location	Instructor
ABE/GED	Fri.	9:30-12:30 pm	EIC Center	Annie Burke
ABE/GED	Mon.& Wed.	7-10 pm	Gates Co. High Sch.	Shirley Gatling
ABE/GED	M,T,Th.	6:30-9:30 pm	Gatesville Correction Center	Dale Saunders

VI. Pasquotank County

Course	Days	Time	Location	Instructor
ABE/GED	M-Fri.	8-2pm	COA Learning Lab	M. Newbold & G. Gray
ABE/GED	M-Th.	6:30-9:30 pm	COA Learning Lab	D. Aydlett & N. Caroon M. Newbold & G. Gray
ABE/GED	Mon.& Th.	7-9 pm	Newland Comm.Cntr.	Ruby McCoy
ABE/GED	Mon.& Th.	7-9 pm	Newland Comm.Cntr.	Carlas Mullen
ABE/GED	M,Th,Fri.	9-12noon	COA C-201	Sue Morhard
ABE/GED	T&Th.	7-10 pm	COA C-113 Tu.,C-201 Thurs.	Shelia Simpson

VII. Perquimans County

Course	Days	Time	Location	Instructor
ABE/GED	T&Th.	7-10 pm	Perq.H.S.Voc.Cntr.	Teri Copeland
ABE/GED	T&Th.	7-10 pm	Perq.H.S.Voc.Cntr.	Henry Felton